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ABSTRACT

In the school year 2000-2001 students in Grade 10 took the Graduation Exit Examination for the 21st Century (GEE 21) Language Arts and Mathematics tests for the first time. For GEE 21, student scores are reported in terms of five achievement levels: Advanced, Proficient, Basic, Approaching Basic, and Unsatisfactory. This booklet is part of a series meant to promote understanding of the knowledge and skills that students must have and the kinds of work they must produce to be successful on the GEE 21. The booklet presents student work in the English Language Arts test that was completed as part of the GEE 21 assessment. It includes examples of multiple-choice and constructed response (short answer, extended response, or essay) items, and a written composition, all of which exemplify what students scoring at specified achievement levels should know and be able to do. In the booklet, a discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item. The booklet states that the GEE 21 English Language Arts test is composed of four parts--Writing; Using Information Resources; Reading and Responding; and Proofreading. It outlines each of the four parts and provides examples. Achievement level definitions for English Language Arts are appended. (NKA)

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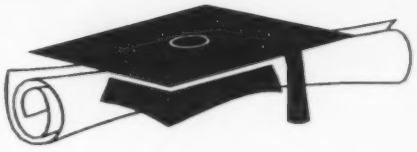

GEE 21

Graduation Exit Examination
for the 21st Century

Released Test Items:

Sample Student Work Illustrating GEE 21's
Achievement Levels

July 2001

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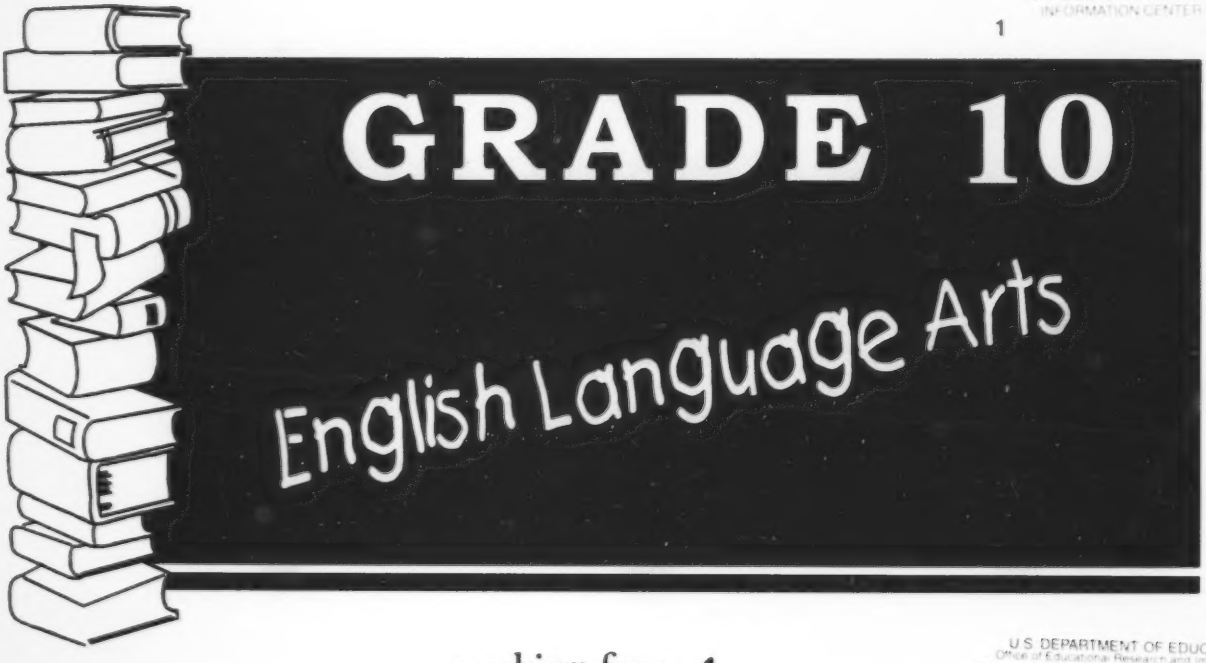

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Louisiana's Graduation Exit Examination for the 21st Century (GEE 21)

GRADE 10 SAMPLE ITEMS AND STUDENT WORK FROM THE 2000–2001 GEE 21

GEE 21 is an integral part of the Louisiana school and district accountability system passed by the state legislature and signed into law by Governor Mike Foster in 1997. The primary purposes of the accountability system are to raise expectations for achievement for all Louisiana public school students and to improve public education in the state.

In the school year 2000–2001, students in grade 10 took GEE 21 English Language Arts and Mathematics tests for the first time. The test scores are combined with other relevant data to create school and district accountability scores, which serve as a means of measuring educational quality and improvement in educational programs over time.

This document is part of a series meant to promote understanding of the knowledge and skills that students must have and the kinds of work they must produce to be successful on the GEE 21. A list of other documents providing background and further information on the GEE 21 can be found by accessing the Louisiana Department of Education Web site at www.louisianaschools.net.

GEE 21 Reports

Louisiana's grade 10 students are tested in March of each year. Individual student, school, district, and state test results are reported in June and July. School and district accountability results are reported in September.

For GEE 21, student scores are reported in terms of five achievement levels: *Advanced, Proficient, Basic, Approaching Basic,* and *Unsatisfactory*. The percentages of students scoring at each level are reported for the school, district, and state. The general definitions for the achievement levels are shown on page 2 of this document.

The specific definitions of the achievement levels for English Language Arts are in Appendix A of this report.

GEE 21
General Achievement Level Definitions

Achievement Level	Definition
Advanced	A student at this level has demonstrated superior performance beyond the proficient level of mastery.
Proficient	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
Basic	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
Approaching Basic	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
Unsatisfactory	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Purpose of This Document

This document presents student work in the English Language Arts test that was completed as part of the GEE 21 assessment. It includes examples of multiple-choice and constructed-response (short answer, extended response, or essay) items, and a written composition, all of which exemplify what students scoring at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item.

As you review the items, it is important to remember that a student's achievement level is based on his or her *total test score* (cumulative score for all questions in the test) in a content area, *not* on one particular item or section, and that the sample items included in this report represent a small portion of the body of knowledge and skills measured by the GEE 21 tests. Additional items will be released in future years of the GEE 21.

English Language Arts

The GEE 21 English Language Arts test is composed of four parts—Writing, Using Information Resources, Reading and Responding, and Proofreading.

1. Writing

In the Writing section of the English Language Arts test, students write a composition in response to a writing prompt or topic. Students are given the opportunity to make notes or complete other idea-generating and organizing activities, write a rough draft, and then write a final draft of their composition. They are also provided a Writer's Checklist of useful reminders.

Each student's composition is scored in two dimensions that address topic development—***Composing*** and ***Style/Audience Awareness***. The ***Composing*** dimension measures the degree to which the composition exhibits

- focus on a central idea,
- support and elaboration of the idea,
- unity of purpose, and
- organization.

The ***Style/Audience Awareness*** dimension evaluates the ways in which the student author shapes and controls language to affect readers. Features of ***Style/Audience Awareness*** are

- selection of vocabulary (diction or word choice),
- sentence variety,
- tone, and
- voice.

For each of these two dimensions, a student can earn from one to four score points.

In addition, the compositions are rated as showing either "acceptable control" or "unacceptable control" in the *Conventions*—***Sentence Formation, Usage, Mechanics,*** and ***Spelling***. An "acceptable" rating earns one score point, while an "unacceptable" rating earns none.

A summary of the score points for the Writing section is shown below.

Dimension/Scale	Maximum Possible Points
Composing	4
Style/Audience Awareness	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
Writing Total	**12**

The writing topic and directions for students from the GEE 21 test are shown on page 7 of this document. Samples of student work at each achievement level, with comments, are provided on pages 8 through 16 of this document.

2. Using Information Resources

The Using Information Resources section of the English Language Arts test is composed of a number of information resources appropriate for grade 10. The reference materials come from different sources and pertain to one specific topic. At grade 10, for example, the materials may include

- tables of contents,
- indexes,
- bibliographies,
- a variety of reference sources (including electronic reference sources such as Internet sites), and
- articles from a variety of publications.

These reference materials cover several pages in the student's test booklet. Students are not required to read all of the information but are directed to skim the resources, read the test items, and then find and read the appropriate resource and/or information to answer each item.

The Using Information Resources section of the test has five multiple-choice and two short-answer items. In the Using Information Resources section, a student can earn up to nine points, as indicated in the chart below:

Type of Item	Maximum Points per Item	Total
5 multiple choice	1	5
2 short answer	2	4
Information Resources		**9**

The information resources, multiple-choice items, and a constructed-response (short-answer) item with student responses are shown on pages 17 through 31.

3. Reading and Responding

At grade 10, the Reading and Responding section of the GEE 21 English Language Arts test is composed of four reading passages—excerpts from novels or stories, articles from textbooks or other informational sources, poems, and other authentic materials appropriate to tenth grade. Each reading passage is the source for four or six multiple-choice and two short-answer items. Also included is an essay question that refers to two passages that the students read.

The short-answer items are scored using the following rubric:

Score	Description
2	• The student's response provides a complete and correct answer.
1	• The student's response is partially correct. • The student's response demonstrates limited awareness or contains errors.
0	• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

The essay question is scored using the following rubric:

Score	Description
4	• The student's response demonstrates in-depth understanding of the relevant content and/or procedures. • The student completes all important components of the task accurately and communicates ideas effectively. • Where appropriate, the student offers insightful interpretations and/or extensions. • Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	• The student completes most important aspects of the task accurately and communicates clearly. • The response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. • The student's logic and reasoning may contain minor flaws.
2	• The student completes some parts of the task successfully. • The response demonstrates gaps in conceptual understanding.
1	• The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	• Student's response is incorrect, irrelevant, too brief to evaluate, or blank.

In the Reading and Responding section, a tenth-grade student completes a total of 20 multiple-choice, 8 short-answer items, and one essay item to earn up to 40 points, as shown in this chart:

Type of Item	Maximum Points per Item	Total
20 multiple choice	1	20
8 short answer	2	16
1 essay	4	4
Reading and Responding		**40**

4. Proofreading

For grade 10, the Proofreading section of the English Language Arts test is composed of a student essay or letter that is in rough draft form; it includes errors in grammar, spelling, punctuation, usage, and letter format. Students answer eight multiple-choice items that address corrections to be made to the text. Each correct answer is worth one point, for a possible total of eight points in this part of the test.

In summary, it is possible for a tenth-grade student to earn a total of 69 points on the GEE 21 English Language Arts test. The number of raw score points that a student would have to achieve to reach each achievement level may change slightly from year to year, given the difficulty of that particular form of the test. The raw score ranges for each achievement level are listed below.

Spring 2001 English Language Arts, Grade 10

Achievement Level	Raw Score Range
Advanced	61-69 points
Proficient	53-60.5 points
Basic	41.5-52.5 points
Approaching Basic	33.5-41 points
Unsatisfactory	0-33 points

This document presents grade 10 GEE 21 items in English Language Arts that were completed by students as part of the GEE 21 assessment in March 2001. The information shown for each item includes

- the correct answer,
- the achievement level or score point,
- commentary on the skills/knowledge measured by the item, and
- the standard and benchmark each item measures.

Below is the writing topic used for the tenth-grade 2001 GEE 21 English Language Arts test. On pages 8 through 16 you will find samples of student writing at each achievement level with explanations.

Read the topic in the box below, and write a well-organized, multi-paragraph composition of at least 250-300 words. Be sure to follow the suggestions listed under the box.

Writing Topic

1. Your school counselor has asked about your plans for a career after you graduate from high school, college, vocational, or technical school. You have been asked to write an essay **explaining** the career you would like to have.

   Before you begin to write, think about a career that you are interested in. What is that career? Why does it interest you? Why would this be a good career for you?

   Now write an essay for your school counselor explaining the career you would like to have. Be sure to give specific details and to support those details with clear examples and evidence. **Explain** why you think the way you do so that your counselor will understand.

- Remember that your audience is your school counselor; use appropriate language, and explain your ideas clearly.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

1. Final Draft

I am interested in becoming a rabbi, a religious teacher and leader of the Jewish community. I have been interested in this career since I began studying for my Bat Mitzvah, a celebration of a girl's passage into the adult world. Since I was preparing for this ceremony, I learned more about Judaism and I saw the important role my rabbi plays in our community. I also realized how much he enjoys his job.

I want to be a rabbi because I like helping people sort out their problems. I also enjoy teaching, which is the main role of a rabbi. (In fact, the word rabbi means "teacher" in Hebrew.) Currently, I tutor younger children in preparation for their Bar Mitzvahs. So far, I have enjoyed this experience but I would like to go further with it. Someday, I hope to become the rabbi of a Jewish congregation.

To become a rabbi, I would have to complete four years of college and five years of a rabbinical university, including one year spent in Israel. The Hebrew Union College in the city of Cincinnati is one of the few universities in the United States that offers a rabbinical program. Other universities are located in New York City, Los Angeles, and Jerusalem, Israel. After graduating from college, I would have to pass a difficult test in order to be accepted into the rabbinical program. Then I would have to study Hebrew, Jewish history, and Jewish law. I would also have to learn how to lead services, perform weddings, and counsel people. After graduating from the rabbinical program, I would have to serve as an assistant rabbi for three years before I could become the rabbi of a congregation.

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Final Draft (continued)

school, I would study Jewish history, Jewish music, traditions, the Hebrew language and other topics related to Judaism. This would be interesting for me because I already study some of these topics on my own.

Although this seems like the perfect job for me, there are some obstacles that I would have to overcome. For example, I generally avoid public speaking, which is an essential part of being a rabbi. I have, however, partly overcome this fear by giving a speech at my Bat Mitzvah and at other services. Despite these setbacks, I cannot imagine myself happy with any other job.

This essay is an example of *Advanced* writing at the tenth-grade level. The writer demonstrates consistent control in the ***Composing*** dimension by focusing on the central idea of becoming a rabbi and supporting it with thoughtful and specific elaboration. Organization is strong throughout the response, although the ending is brief. The writer clearly states interest in becoming a rabbi at the beginning and provides detailed and compelling reasons why this is the student's "chosen profession." ("I have been interested in this career since I began studying for my Bat Mitzvah. . ." "I saw the important role my rabbi plays in our community. . ." and "I also enjoy teaching. . .") Also, specific, relevant, and concise elaboration make this response informative. ("In a rabbinic school, I would study Jewish history, Jewish music, traditions, the Hebrew language and other topics related to Judaism.")

In the ***Style/Audience Awareness*** dimension, this writer also demonstrates strong control. The serious tone that denotes the student's dedication to becoming a rabbi is evident throughout the essay. Additionally, word choice and vocabulary are specific and succinct, as demonstrated in the following examples: "I tutor younger children in preparation for their Bar Mitzvahs," "rabbinic university," and "official homeland of the Jews." This writer shows acceptable control of skills in all of the *Conventions*.

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Proficient **Achievement Level**
Student Writing Sample

1. Final Draft

A Career in Psychology

I plan to go into Psychology after I graduate from high school. I will be in school for many years. After college, I will have to get my own Psychology license to practice.

Psychology is an interesting field but requires a lot of work. Psychology helps people overcome life's difficulties. I want to help people with their everyday problems. I do not like all the things that are involved with Psychology. There are many different fields in the world of Psychology. I plan to begin in General Psychology. That is where in school psychology, Forensics, or Industrial/Organizational Psychology. There are many fields to choose from. It is a career that is extremely difficult to become involved with.

To be a Psychologist one must be willing to work with many people. One must be willing to work. God will be with me, I'm sure, while I work at this. I have plans to volunteer to work for abused children and

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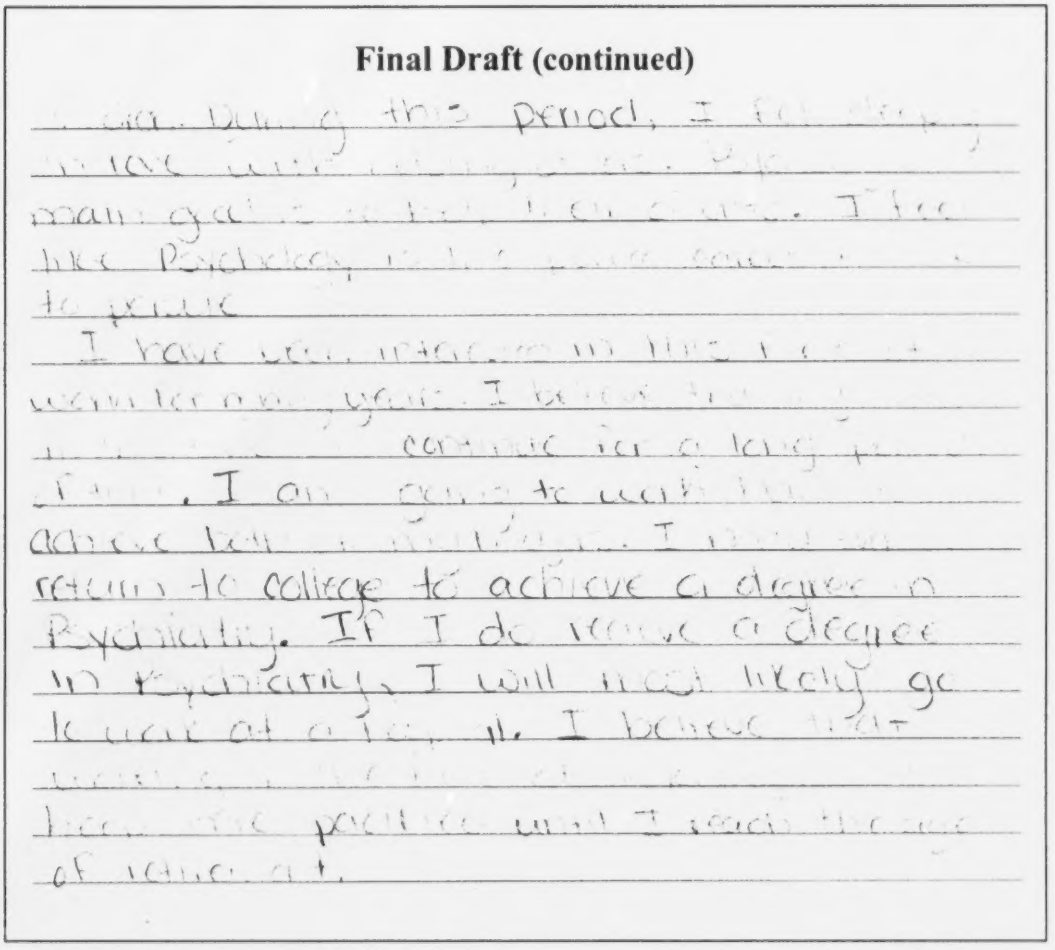
Final Draft (continued)



This essay exemplifies *Proficient* writing at the tenth-grade level. The writer demonstrates reasonable control in the ***Composing*** dimension. The central idea of becoming a psychologist is presented clearly in the beginning of the response and is sustained throughout. Organization is logical. The writer steadily presents the reader with a supporting idea, and then elaborates on it. ("Psychology is constantly evolving. There are always new theories and terms to learn. It is an occupation that is extremely difficult to become bored with.") The reference to retirement works as an ending statement.

The writer also maintains reasonable control in the ***Style/Audience Awareness*** dimension. Some sentence variety is included, and the vocabulary is not only clear and appropriate ("clients," "field," "dilemas") but occasionally striking ("lash out," "evolving," and "embark"). The writer's attention to the audience is apparent, whether the tone is instructive ("To be a psychologist one must be caring, understanding, patient, and willing to work") or personal ("I fell deeply in love with helping others"). Though there are minor errors, the writer shows acceptable control in all of the *Conventions*.

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1. Final Draft

Welding is the career I would like to start after graduation. This career is something I like and it doesn't requier much schooling. I think it will be a great career for me because I like working with my hand Welding also inralves lots of maney.

To be a welder it would only take two years of vocational or technical school. If welding isn't the career for me I could go back to school for a nather trade and still be my mid 20s by the I'm done. By being a welder successesfuly I would be able to retier at the age of 45. There are a few things that I look forward to as far as maney and time goes.

There are more reseans way I think welding is a great career for me. Most welder work in the day with in is good for me because I like to go out at night. Another reasen way I think this is the career for me is because it's a hands on job and involves math. I like to be active most of the day and Math is one of my strong point.

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Final Draft (continued)

I know the best career is something you like doing. There are a few jobs out there that I would go to school for are enjoy doing. If welding isn't the way that I think it will be there is always time to go back to school.

This essay demonstrates writing skills at the *Basic* level for the tenth grade. Control in the **Composing** dimension is inconsistent. This writer identifies a career and lists two reasons for this choice—"working with my hand" and "involves lots of money." The organization, however, is flawed by ideas that are repetitive and unelaborated. In the second paragraph, the writer loses focus when trying to reverse the decision about welding and then by jumping to retirement. Although in the third paragraph the writer returns to the idea of welding being a "hands on job," there is no elaboration on this idea.

The **Style/Audience Awareness** dimension reflects somewhat better skills. Although the writer tends to overuse forms of the "to be" verb, the vocabulary is generally appropriate and varied ("successfully," "technical"). An attempt to use varied sentence forms results in syntax problems that interfere with fluency ("To be a welder it would only take two years"). Numerous **Usage** errors reflect unacceptable control in this *Convention*. Although there are several spelling errors, some are repeated, therefore reflecting acceptable control in **Spelling.** The writer also maintains control in **Sentence Formation** and **Mechanics.**

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Approaching Basic **Achievement Level**
Student Writing Sample

1. Final Draft

Dear Counselor,

I believe in my choice of a career. It should be something i would love to have accomplish. My choice doesn't take long to decide, so thinking of this career to be a long term goal. I have choosen the NBA [Basketball league] to be my top priority in my choice of a career. By me accomplishing this career, I think i will have a lot of self-confidence. The reason for me thinking it would be a good career? I think a career is something that you will have for a lifetime. You wouldn't want to have a career one you didn't like it. A career is something that you're proud of. You should be proud that you have achieve that career as a goal. It is something that you have been working hard on all your life. To get into that point in time. I believe that family members

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Final Draft (continued)

have an impact on the career you choose also. They can put you in a situation that can may be make you think twice about you career. They can also influence your choice of your career. The outcome of my life is living and dieing in the National Basketball Association [NBA]. Even if it takes my life. It will always have been something that i have honored and will always cherish in the upcoming years.

Sincerely yours,

This essay demonstrates writing skills at the *Approaching Basic* level for the tenth grade. Because this writer presents a vague central idea ("living and dieing in the National Basketball Association") and only superficial elaboration, control in the ***Composing*** dimension is inconsistent. The writer does not explain what role or career he or she aspires to in the NBA, so the reader is forced to guess. Although the writer mentions ideas like pride in a goal, hard work, job satisfaction, and family influence, all of these generalities could apply to almost <u>any</u> career. The lack of specific details and informational support make it difficult for the reader to identify the actual career choice or why the writer has chosen it.

Evidence of inconsistent control in the ***Style/Audience Awareness*** dimension includes a generic, repetitious vocabulary and circular sentences: "The reason for me thinking it would be a good career? I think a career is something that you will have to face everyday. You wouldn't want to have a career and you didn't like it. A career is something that you're proud of. You should be proud that you have achieve that career as a goal. Being something that you have been working hard on all your life. To get to that point in time." The writer's voice is indistinct and reflects little, if any, awareness of an audience.

Patterns of errors in ***Sentence Formation*** (many fragments such as, "By me accomplishing this career") and ***Usage*** (inflections, such as "achieve" for "achieved"; wrong words, such as "to be" for "as"; and omissions, such as "I'm" in "so thinking of this career . . .") indicate unacceptable control in the *Conventions*. Although the writer sometimes fails to capitalize "I," he or she maintains acceptable control in ***Mechanics*** and ***Spelling***.

18 BEST COPY AVAILABLE

Unsatisfactory **Achievement Level**
Student Writing Sample

1. Final Draft

I would like to be a Parmidic. My Dad is a Paramidic and I would like to follow in his footsteps. It takes four years to become one. My Dad has been a Parimidic for three years he works for Med Express he has been working for Med Express for two years he takes people to Nusering homes and Hostiple and to thire House. I think this carreer would be nice because. I like working around blood and grusome stuff that noone else wons to work around.

This essay is an example of *Unsatisfactory* writing at the tenth-grade level. In the ***Composing*** dimension, a simple beginning ("I would like to be a Parmidic."), no ending, and minimal information instead of developed ideas, demonstrate that the writer has little or no control. The writer also lacks control in the ***Style/Audience Awareness*** dimension. The voice is weak and monotonous. Simple sentences go on and on ("he works for Med Express he has been working for Med Express for two years he takes people to. . ."). The writer uses a functional vocabulary well below grade level and seems to be unaware of the audience.

In the *Conventions* dimension, the writer's unacceptable control in ***Sentence Formation*** and ***Spelling*** is indicated by a series of run-on sentences and many spelling errors, especially of simple words ("wons," "Nusering," "Hostiple," and "grusome"). A few ***Usage*** and ***Mechanics*** errors, which do not present obstacles to the reader, demonstrate acceptable control.

Grade 10 – English Language Arts
Using Information Resources
Multiple-Choice Items

Pages 18–26 of this document contain the resource materials that students skim before answering test questions in the Using Information Resources section of the test. Four multiple-choice and one short-answer item with explanations follow on pages 27–31.

These test items measure ELA Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. This section of the English Language Arts assessment focuses primarily on measuring a student's ability to **synthesize** information.

Note: Some items have been reduced in size to fit here. Font size on the GEE 21 is typically 12 point.

Session 2: Using Information Resources

Introduction: In this section of the test, you will look at some reference materials and then use the materials to answer the questions on pages XX and XX.

Topic: Planning a Class Trip

Suppose you want to write a report about planning a class trip to the Washington, D.C., area. You would need to find out information about this topic. Four different sources of information about the Washington, D.C., area are contained in this section of the test. The information sources and the page numbers where you can find them are listed below.

1. Index from *The Smithsonian Guide to Historic America: Virginia and the Capitol Region* (Excerpt) (page XX)

2. Map from the *National Park Service Web Site* (page XX)

3. Excerpts from *America on Wheels Mid-Atlantic*
   a. Washington, D.C. (pages XX-XX)
   b. Maryland (pages XX-XX)

4. Internet Web Site Information
   United States Holocaust Memorial Museum (pages XX-XX)

Note: Model bibliographic entries for different types of documents are on page XX. These show acceptable formats for entries.

Directions: Skim pages XX through XX to become familiar with the information in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer the questions on pages XX and XX. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Index from *The Smithsonian Guide to Historic America: Virginia and the Capitol Region* (Excerpt)

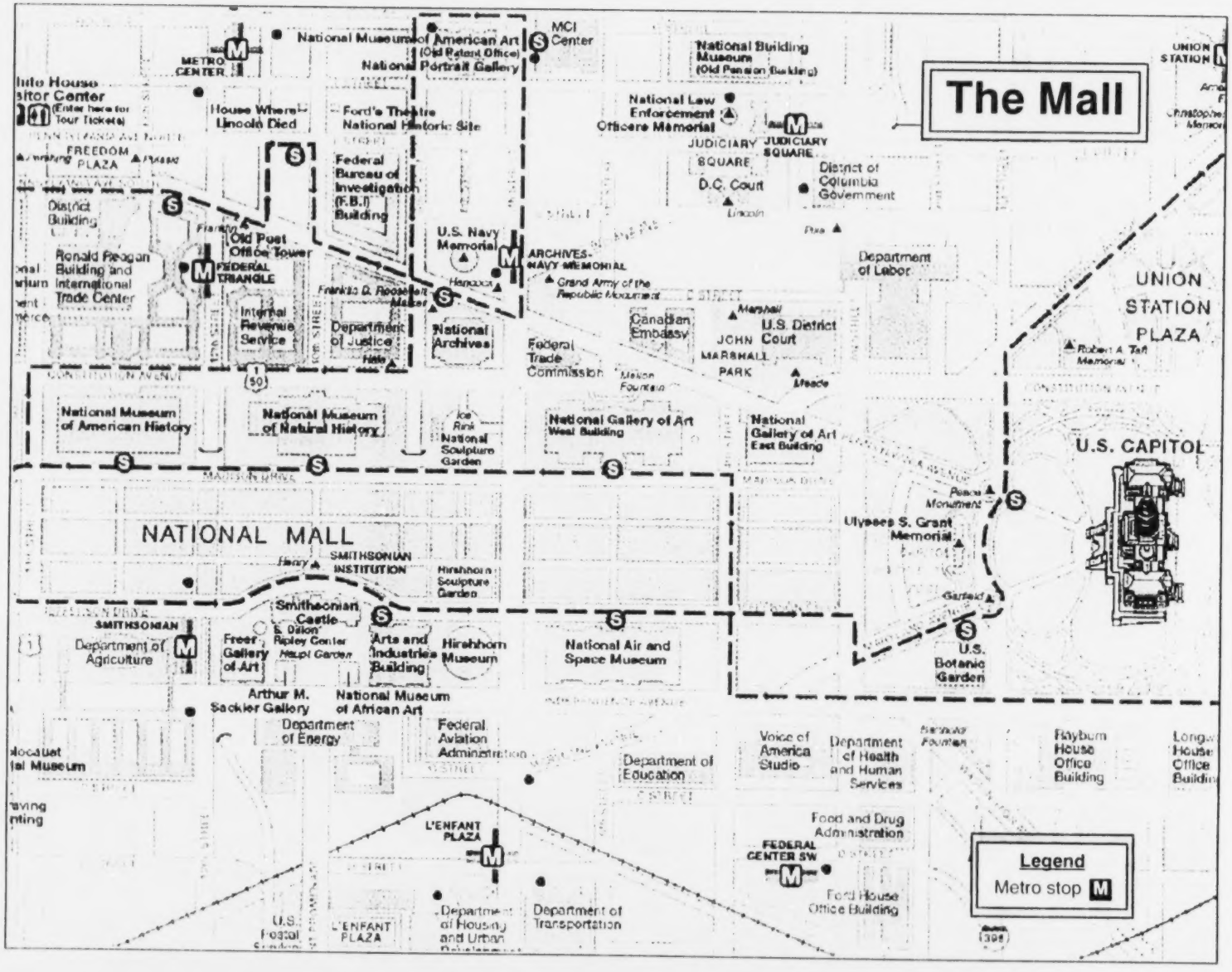
I N D E X

Numbers in italics indicate illustrations; numbers in boldface indicate maps.

Aberdeen, MD, 330
Abram's Delight, 230
Accokeek, MD, 284
Adams, Henry, 74, 76, 96
Adams, John, 65
Adams, John Quincy, 35, 333
Adams, Marion Hooper "Clover," 96
African Art Museum. *See* National Museum of African Art
Agecroft Hall, 164
Air and Space Museum. *See* National Air and Space Museum
Alexandria, VA, 20, 118-23, *118*, *119*, *121*
All Saints Episcopal Rectory and Church, Frederick, MD, 337-38
Allee House, 379
Allegany County: Courthouse, 348; Public Library, 348
American Art Museum. *See* National Museum of American Art
American History Museum. *See* National Museum of American History
Amos Mill, 329
Amstel House Museum, 374
Anacostia Museum, 43
Anderson, Larz, House/Society of the Cincinnati, 94-95, *94*
Anderson, Marion, 64
Annapolis, MD, *255*, **258-59**, *260*, 263, *264*, 265-68, *269*, *270*, 271-72, *273*, 274-75, *274*, *276*, 277, *278*, 279, *279*, 280, *281*
Antietam Creek, MD, 333; National Battlefield, 342, *343*, 344-45, *344*; National Cemetery, 345
Apple's United Church of Christ, Thurmont, MD, 340
Appomattox Court House National Historical Park, VA, 241
Appomattox Manor Plantation, 178
Argall, Samuel, 352
Arlington, VA, 105-07, *106*, *108-09*
Arlington House, 105-07, *106*
Arlington National Cemetery, 106, 107, *108-09*
Arnold, Benedict, 148, 173, 212
Arts and Industries Building, Washington, DC, 50
Ash Lawn—Highland, 247

Bachelor's Hope, 285, *285*
Bacon, Nathaniel, 100
Bacon's Castle, 223
Bacon's Rebellion, 100, 206, 223
Ball's Bluff, VA, Battle of, 110
Baltimore, Cecil, Lord. *See* Calvert, Cecil
Baltimore, MD, *298*, 300-01, **302-03**, 304-06, *307*, 308-16, *311*, *312-13*, *317*, 318-22, *319*, *323*, 324-26, *325*; City Hall, 310, *311*; Courthouse, 310
Baltimore Center for Urban Archaeology, 321
Baltimore Maritime Museum, 322
Baltimore Museum of Art, 314-15
Baltimore Museum of Industry, 310
Baltimore & Ohio Railroad, 304, 305, 326
Baltimore & Ohio Railroad Museum, Baltimore, MD, *298*, 310
Baltimore & Ohio Railroad Station, Oakland, MD, 349, *349*
Baltimore & Ohio Railroad Station Museum, Ellicott City, MD, 331
Baltimore Streetcar Museum, 311
Bancroft, George, 265, 274
Banks, Nathaniel P., 226, 227, 234
Banneker, Benjamin, 26, 262, 267
Banneker-Douglass Museum of Afro-American Life and History, 267
Barney, Alice Pike, Studio House, 95
Barras, Admiral de, 212
Barratt's Chapel, Frederica, DE, 383-84
Bartholdi Fountain, Washington, DC, 37
Barton, Clara, National Historic Site, 331, *332*, 333
Basilica of the Assumption, Baltimore, MD, 311-12, *386*
Bassett Hall, 191
Battle Monument, Baltimore, MD, 310
Bauduy, Pierre, 358, 359, 365
Beall-Dawson House, 334
Beauregard, Pierre, 113, 174
Bel Air, MD, 329
Belle Grove Plantation, 230, *232*, 233
Berkeley, William, 100, 206
Berkeley Plantation, 183-84
Blair-Lee House, 74
Blandford Church, Petersburg, VA, 173, 177, *177*
B'nai Israel Synagogue, Baltimore, MD, 316
Boonsboro, MD, 342
Boonsboro Museum of History, 342
Booth, John Wikes, 80, 284
Botetourt, Governor, 189, 198
Bowers Beach, DE, 383
Braddock, Edward, 120, 335, 347
Brandon Plantation, 178
Brandy Station, VA, Battle of, 140
Brick Hotel Gallery, Odessa, DE, 379
Brookneal, VA, 239
Brown, John, 345
Brumidi, Constantino, 33, 34
Brunswick, MD, 342
Brunswick Museum, 342
Brush-Everard House, 197
Bruton Parish Church, Williamsburg, VA, 196, *196*, *197*
Buck-Bacchus Store Museum, 291
Buckland, William, 130, 263, 266, 268, 271, 272
Building Museum. *See* National Building Museum
Bullfinch, Charles, 32
Bull Run, VA: First Battle of, 113-14; Second Battle of, 113, 114-15
Burnside, Ambrose, 135, 136, 175
Burton-Ingram House, 385
Byrd, William II, 148, 173, 184
Byrd, William III, 239

Calhoun, John C., 35, 91
Calvert, Cecil, 256; portrait of, *257*
Calvert, Leonard, 256, 287, 288, 289
Calvert, Philip, 288
Calvert family, 260, 288, 326
Calvert Marine Museum, 287
Cambridge, MD, 296
Camden, DE, 383
Cannonball Maritime Museum, 385
Capitol, U.S., *28*, 29, *30-31*, 32-35, *32*, *33*
Capitol Hill, Washington, DC: Anacostia Museum, 43; Capitol, U.S., *28*, 29, *30-31*, 32-35, *32*, *33*; Cedar Hill, 43; Folger Shakespeare Library, 40, *40*, *41*; Library of Congress, 38, *39*; Sewall-Belmont House, 37; Supreme Court Building, *36*, 37
Capitol Square, Richmond, VA, 153-56, *154*, *155*
Carlyle House Historic Park, 119-20, *119*



2. Map from the *National Park Service Web Site*

3. Excerpt from *America on Wheels Mid-Atlantic*
   a. *Washington, D.C.*

District of Columbia Listings

Washington

In Maryland see also Bethesda, Chevy Chase, Silver Spring; In Virginia see also Alexandria, Arlington, Dulles Int'l Airport, Fairfax, Falls Church, McLean, Vienna

Hotels

Allen Lee Hotel

2224 F St NW, 20037 (Foggy Bottom); tel 202/331-1224 or toll free 800/462-0186. Between 22nd and 23rd Sts. Looks more like an apartment building than a hotel. This older property shows sighs of wear resulting from many guests. **Rooms:** 85 rms. CI open/CO noon. 35 rooms have private baths. **Amenities:** ☎ A/C, TV. **Rates:** $35–$45 S; $45–$56 D. Extra person $6. No CC.

ANA Hotel

2401 M St NW, 20037 (Georgetown); tel 202/429-2400 or toll free 800/262-4683; fax 202/457-5010. Minutes from the Kennedy Center, this hotel has a tranquil setting, from the gracious lobby to the loggia and garden courtyard. **Rooms:** 415 rms and stes. Executive level. CI 3pm/CO 1pm. Non-smoking rms avail. All rooms have sitting areas and an oversize desk. **Amenities:** ☎ A/C, cable, TV w/movies, dataport, voice mail, in-rm safe, bathrobes. All units w/mini-bars, some w/terraces. Each room has three phones (two are speaker phones) with two lines and hold buttons. **Services:** Twice-daily maid svce, masseur, babysitting. Currency exchange. Complimentary shoe shine. **Facilities:** 2 restaurants, 2 bars (1 w/entertainment), spa, sauna, steam rm, whirlpool, beauty salon. Large fitness center has aerobics classes, tanning booths, lap pool, exercise rooms, health spa, juice bar, and lounge. **Rates:** Peak (Mar–May/Sept–Nov) $225–$285 S; $285–$315 D; $660–$1,595 ste. Extra person $30. Children under age 18 stay free. Lower rates off-season. Parking: Indoor, $19/day. Weekend packages include breakfast, parking. AE, CB, DC, DISC, JCB, MC, V.

The Bellevue Hotel

15 E St NW, 2001 (Capitol Hill); tel 202/638-0900 or toll free 800/327-6667; fax 202/638-5132. Between New Jersey Ave and N Capitol St. Extremely elegant 70-year-old hotel, with Moorish touches throughout, including multiple arches, small leaded windows, and red marble columns. Lobby features a huge brass-and-crystal chandelier. **Rooms:** 137 rms and stes. CI 4pm/CO noon. Nonsmoking rms avail. Unfortunately the lobby's promise is not fulfilled in the rooms, which are functional and large but lack attention to detail. **Amenities:** ☎ A/C, cable TV w/movies, voice mail. **Services:** **Facilities:** 1 restaurant (bkfst only), 1 bar. **Rates (BB):** Peak (Mar–May/Sept–Nov) $79–$119 S; $89–$135 D; $250 ste. Extra person $15. Children under age 18 stay free. Lower rates off-season. Parking: Indoor, $8/day. Rates are extremely low given the hotel's location and free buffet breakfast. AE, DC, DISC, MC, V

Canterbury Hotel

1733 N St NW, 20036 (Dupont Circle); tel 202/393-3000 or toll free 800/424-2950; fax 2202/785-9581. Built as apartments in 1901, this small European-style hotel offers intimacy and hospitality. **Rooms:** 99 rms. CI 2pm/CO noon. Non-smoking rms avail. All units have kitchenettes. **Amenities:** ☎ A/C, cable TV w/movies. All units w/minibars. A few units have microwaves. **Services:** Twice-daily maid svce. **Facilities:** 1 restaurant, 1 bar. Guest privileges at nearby health club. **Rates (CP):** Peak (Sept–Nov/Mar–June) $195 S; $215 D. Extra person $20. Children under age 12 stay free. Lower rates off-season. Parking: Indoor, $15/day. AE, CB, DC, DISC, MC, V.

The Capital Hilton

1001 16th Street, at K St, 20036; tel 202/393-1000 or toll free 800/HILTONS; fax 202/639-5784. A club-like atmosphere prevails in the cherrywood-paneled lobby with contemporary art and furniture. Convenient location in the heart of Washington's business district two blocks from the White House and two Metro stations. Rooms: 543 rms and stes. Executive level. CI 3 pm/CO noon. Nonsmoking rms avail. The hotel originally had 800 rooms, but space was reallocated to create bigger units. Large marble baths with small TVs and phones. Deluxe tower rooms have extras, such as concierge lounge with bar. **Amenities:** ☎ A/C, cable TV w/movies, dataport, voice mail. All units w/minibars, some w/terraces. Irons and ironing boards. Toys available. **Services:** Twice-daily maid svce, babysitting. **Facilities:** 2 restaurants, 3 bars (1 w/entertainment),

(continued from page XX)

sauna, steam rm, beauty salon. Twigs dining room has garden-like ambience. **Rates:** Peak (Mar–June/Sept–Nov) $185–$230 S or D; $295–$1,100 ste. Extra person $25. Children under age 18 stay free. Lower rates off-season. Parking: Indoor, $22/ day. AE, CB, DC, DISC, EC, ER, JCB, MC, V.

Attractions

Monuments

Jefferson Memorial

Washington; tel 202/426-6822. South of the Washington Monument, on Ohio Drive. A beautiful columned rotunda in the style of the Pantheon in Rome, the memorial was built on land reclaimed from the Potomac River now known as the Tidal Basin. Work began in 1939, and the memorial was opened to visitors in 1943.

Within the memorial is a 19-foot bronze statue of Jefferson standing on a 6-foot pedestal of black Minnesota granite. The sculpture is the work of a Rudulph Evans, who was chosen from more than 100 artists in a nationwide competition. The interior walls bear engraved excerpts from Jefferson's many writings. The quotation inscribed on the rotunda's circular frieze reads: "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."

Park rangers give short talks to visitors on request. **Open:** Daily 24 hours; staff on duty 8 am–midnight. **Free**

Washington Monument

15th St and Constitution Ave NW (the Mall), Washington; tel 202/426-6839. Directly south of the White House, at 15th St and Constitution Ave NW, this stark 555-foot marble obelisk is the city's most visible landmark. The cornerstone was laid on July 4, 1848, but the breakout of the Civil War and funding problems brought construction to a halt until 1876, when President Grant approved federal monies to complete the project. Dedicated in 1885, the monument opened to the public in 1888.

A large elevator takes visitors to the top for a spectacular, 360° view. Guided "Down the Steps" tours are given, subject to staff availability, on weekends at 10am and 2pm (varies in summer), relating much about the monument's construction and about the 193 carved stones, including a piece of stone from the Parthenon, inserted into the interior walls. There is a snack bar near the entrance to the monument on 15th St. **Open:** Peak (Apr–Labor Day) daily 8am–midnight. Reduced hours off season. **Free**

Lincoln Memorial

23rd St NW between Constitution and Independence Aves (the Mall), Washington; tel 202/426-6895. Located directly west of the Mall, in Potomac Park, this memorial attracts more than six million visitors each year. Designed by Henry Bacon in 1912 and dedicated in 1922, the temple-like memorial has 36 fluted Doric columns representing the states of the union at the time of Lincoln's death, plus 2 at the entrance. To the west, the Arlington Memorial Bridge over the Potomac recalls the reunion of North and South.

The memorial chamber, under 60-foot ceilings, has limestone walls inscribed with the Gettysburg Address and Lincoln's Inaugural Address. Two 60-foot murals by Jules Guerin on the north and south walls depict, allegorically, Lincoln's principles and achievements. Most powerful is Daniel Chester French's 19-foot-high seated statue of Lincoln in deep contemplation in the central chamber.

Information center and bookstore on lower lobby level. Ranger talks are given on request. **Open:** Daily 24 hours; staff on duty 8am–midnight. **Free**

Vietnam Veterans Memorial

Constitution Gardens (the Mall), Washington; tel 202/634-1568. The memorial is located across from the Lincoln Memorial, east of Henry Bacon Dr between 21st and 22nd Sts NW. It consists of 2 walls of polished black granite inscribed with the names of almost 60,000 Americans killed or missing in action between 1959 and 1975. The names are listed in chronological order, with the walls rising in height toward their midpoint at the height of the conflict, then receding again as the war drew to a close; directories at either end of the memorial help visitors to locate names.

In 1984 a life-size sculpture of three American soldiers in Vietnam by Frederick Hart was installed at the entrance plaza. Another sculpture, the **Vietnam Veterans Women's Memorial**, was added on Veterans Day in 1993. **Open:** Daily 24 hours; ranger on duty 8am–midnight. **Free**

United States Navy Memorial

701 Pennsylvania Ave NW, Washington; tel 202/737-2300 or toll free 800/821-8892. Authorized by Congress in 1980 to honor the men and women of the US Navy, this memorial is centered around a 100-foot-diameter circular plaza bearing a granite world map flanked by fountains and waterfalls salted with waters from the 7 seas. Exhibits include interactive video kiosks that provide a wealth of information about Navy ships, aircraft, and history; the Navy Memorial Log Room, with computerized record of past and present Navy personnel; and the Presidents Room, honoring six US presidents who served in the Navy and two who were secretaries of the Navy. The 30-minute film plays hourly throughout the day (additional fee charged). Guided tours are available from the front desk, subject to availability. **Open:** Mon-Sat 9:30am–5pm, Sun noon–5pm. **Free**

3. Excerpt from *America on Wheels Mid-Atlantic*
b. *Maryland*

Tourist Information

The **Maryland Office of Tourism Development**, 9th Floor, 217 E Redwood St, Baltimore, MD 21202 (tel 410/767-3400, or toll free 800/543-1036), provides free copies of its annual *Destination Maryland*, which contains a complete list of attractions, activities, accommodations, state parks, and campgrounds throughout the state. Ask for separate booklets describing family travel opportunities and listing fairs, festivals, and special events. The office also maintains a World Wide Web page http://www.mdisfun.org/mdisfun.

Most cities and towns have visitor information offices or chambers of commerce that provide details about their locales. Largest is the **Baltimore Area Visitors Center**, 300 W Pratt St, Baltimore, MD 21202 (tel 410/837-4636, or toll free 800/282-6632).

AVG MONTHLY TEMPS (°F) & RAINFALL (IN)

	Cumberland	Baltimore
Jan	30/2.4	35/3.1
Feb	33/2.3	37/3.2
Mar	43/3.1	47/3.6
Apr	54/3.2	57/3.2
May	63/3.7	67/4.1
June	71/3.3	76/3.3
July	75/3.8	80/3.7
Aug	74/3.3	79/4.3
Sept	67/3.1	72/3.5
Oct	55/2.8	60/3.0
Nov	45/2.8	50/3.6
Dec	35/2.6	39/3.8

Driving Rules and Regulations

Although you would never guess it by the way Marylanders drive, the speed limit is 55 mph (***not*** 65 mph) on all interstate highways. Many other rural highways have a 50 mph limit. In-town speed limits vary.

Drivers and all front-seat passengers must wear seat belts. Children under 4 or less than 40 pounds must ride in an approved safety seat; those under 10 or more than 40 pounds must wear seat belts or ride in an approved safety seat. Police strictly enforce drunk-driving laws.

Renting a Car

Rental cars are widely available in Maryland's metropolitan areas. It pays to shop around, since promotional deals, weekend rates, age requirements, and group discounts vary. The major companies in Maryland include:

- **Alamo** (tel toll free 800/327-9633)
- **Avis** (tel 800/831-2847)
- **Budget** (tel 800/527-0700)
- **Hertz** (tel 800/654-3131)
- **National** (tel 800/227-7368)
- **Thrifty** (tel 800/367-2277)

Essentials

Area Code: The area code for Baltimore, Annapolis, and the Eastern Shore is **410**; for southern and western Maryland and the suburbs of Washington, DC, **301**.
Emergencies: Call **911** for the police, fire department, or an ambulance from anywhere within Maryland.
Liquor Laws: Privately owned package stores sell beer, wine, and liquors, which are not available at grocery and convenience stores in Maryland. The legal drinking age is 21.
Smoking: The state of Maryland prohibits smoking in many public areas, including bars and restaurants. Smoking areas are sometimes available; if in doubt, call ahead.
Taxes: The state sales tax is 5%. Many localities also impose hotel taxes.
Time Zone: All of Maryland is in the Eastern time zone. Daylight saving time is observed from the first Sunday in April until the last Sunday in October.

Best of the State

Below is a general overview of some of the top sights and attractions in Maryland. To find out more detailed information, look under "Attractions" under individual cities in the listings portion of this book.

What to See and Do

Battlefields With one exception, Maryland escaped most of the heavy fighting during both the American Revolution and the Civil War. That one exception was the Battle of Antietam, near Sharpsburg, when Union troops met the advancing Confederates on September 17, 1862. It was the single bloodiest day of the war, with a combined casualty list of 23,110 men killed or wounded. The battlefield is now the **Antietam National Battlefield**.

Historic Buildings & Sites It seems that the streets of every Maryland town are lined with historic homes and commercial buildings. But **Annapolis** excels in this respect, with the largest concentration of 18th-century buildings in

(continued from page XX)

America, including the oldest US state capitol in continuous use. Architecture buffs will also find the Eastern Shore rich in towns with historic districts, including **Easton**, which has some forty 18th- and 19th-century buildings, **Salisbury**, and **Chestertown**. In Western Maryland, **Frederick** has a 33-block district of well-preserved 18th- and 19th-century mansions and town houses.

The state also has a number of historic sites of national importance, beginning with **Antietam National Battlefield**, at Sharpsburg, near Frederick. Two more frequently visited sites are the 1797-vintage **USS Frigate *Constellation***, the oldest warship of the US Navy, and **Fort McHenry National Monument and Historic Shrine**, where Francis Scott Key wrote "The Star-Spangled Banner" during the War of 1812. Both are in Baltimore Harbor.

Historic Trains Railroad buffs will find plenty of interest in Maryland, home of the nation's first passenger train. Old engines and other equipment are displayed in the **Baltimore and Ohio (B&O) Railroad Museum** in Baltimore and the **B&O Railroad Station Museum** in Ellicott City. The **Western Maryland Scenic Railroad** operates a vintage steam train through the lovely mountain valley between Cumberland and Frostburg.

Museums In addition to those dedicated to railroads, Maryland has many other museums devoted to a wide variety of subjects. Baltimore leads the way with the **Baltimore Maritime Museum, Streetcar Museum, Baltimore Museum of Art, the Great Blacks in Wax Museum,** and the **American Indian Cultural Center and Museum**. At Ocean City, the **Delmarva Shipwreck and Historical Museum** houses relics of shipwrecks and a collection of Native American artifacts.

Beaches **Ocean City's** 10-mile-long beach is bordered by boardwalk, hotels, resorts, condominiums, restaurants, and amusement parks. A few miles south, the preserved expanse of **Assateague Island National Seashore** offers 30 miles of undisturbed sand and surf.

Cuisine H L Mencken once described the Chesapeake Bay as a "great protein factory." He meant the enormous amount of crabs, oysters, clams, and fish harvested from the Bay each year, which in turn means great seafood eating in Maryland. Tops on the list is the blue crab, served steamed and sprinkled with spice. Most local residents will gladly demonstrate how to "crack" these hard-shelled morsels. You also can order the soft-shell version or enjoy the meat in crab cakes, one of Maryland's characteristic dishes. And with all that poultry on the Eastern Shore, try some Southern-style fried chicken.

Family Favorites A water-oriented recreational facility with land-based carnival rides, **Adventure World** at Largo is the state's only theme park. Nevertheless, families will find much to keep them occupied in Maryland. Children usually enjoy the **Baltimore Zoo**, the **Catoctin Mountain Zoological Park** in Thurmont, and **Plumpton Park Zoo** in Rising Sun. The National Aquarium in Baltimore's Inner Harbor offers 5,000 sea mammals, fish, birds, and reptiles, plus a jungle display with exotic tropical birds and animals. The **Maryland Science Center** in Baltimore has hands-on educational exhibits for everyone. Other suggestions include traditional family vacations at places such as **Ocean City** and **Deep Creek Lake**, or looking for wild ponies on **Assateague Island.**

Events and Festivals

THE EASTERN SHORE

- **North American Wildlife Craft Show**, Ocean City. Leading artists and carvers offer their works for sale. Mid-January. Call toll free 800/OC-OCEAN.
- **Chestertown Tea Party Festival**, Chestertown. Re-enacts local 1774 protest against British tea tax. Parade, art show, music, entertainment. Third weekend in May. Call 410/778-0416.

4. Internet Web Site Information
United States Holocaust Memorial Museum

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

Visiting the Museum

Transportation

Entrance Passes

Admission is Free

Accessibility

Group Reservations/ on-line registration

form

Location & Hours
The Museum is located just south of Independence Ave., SW. between 14th Street and Raoul Wallenberg Place (formerly 15th St.). It is open daily 10 am to 5:30 pm and closed on Yom Kippur (in 1999 Yom Kippur falls on September 20) and Christmas Day. From April 1 through September 2, 1999, the Museum will also be open until 8pm on Thursdays.

Exhibitions and Museum Shop: 10 am-5:20 pm
Pass Desk: 10 am-4 pm
Resource Center for Educators: 10 am to 5 pm
Library / Archives: 10 am-5 pm
Museum Cafe: 9 am-4:30 pm

Transportation
Public transportation is strongly advised as public parking is very limited. The Metro stop is Smithsonian (orange/blue lines), one block from the Museum. The Metro stations and the route to the Museum via subway is [*sic*] accessible to wheelchair users. Follow subway directionals to the Museum at Independence Ave. and 14th St.

Parking: The Museum has no public parking facility. Area public lots fill early in the day, and street parking is restricted. Staff are ready to facilitate passenger drop-off at the driveway by the 14th St. entrance for visitors needing personal assistance. Accessible public parking: For vehicles bearing the appropriate access tags, the National Park Service has designated approximately ten accessible parking spaces at and around the Washington Monument, along Independence Avenue west of 14 th St., and at the Tidal Basin parking lot.

Driving directions from:

- **Virginia**
- From the south, take 95 N to 395 N to Rte. 1 N to the 14th St. Bridge. There is a parking lot on the right just after the bridge and the Museum is on the left.
- From the west, take 66 E to Independence Ave. There is a public parking lot at 12th and C Streets and metered parking along Independence Ave.

(continued from page XX)

- **Maryland**
- Baltimore: Take 95 S to 495 W, to exit 31 to Georgia Ave. S. Georgia Ave. changes to 7th St. and continues to Independence Ave. There is parking at 12th and C Sts., and metered parking along Independence Ave.
- Potomac: Take George Washington Memorial Parkway to the Theodore Roosevelt Bridge to Independence Ave. Metered parking is available along Independence Ave. or use nearby lots.
- Annapolis: Take 50 W to 395 S to the exit marked L'Enfant Promenade/6th and 7th Streets, SW to Independence Ave. Metered parking is available along Independence Ave. and nearby streets.

Entrance Passes

Pass Information: ONLY the Permanent Exhibition requires a timed entry pass to begin the self-guided tour of the Museum's primary exhibition. **Passes are FREE and are NOT required for the Museum's other exhibitions, memorials, resources and facilities** (currently including *Remember the Children: Daniel's Story, Hidden History of the Kovno Ghetto*, the Wexner Learning Center, and the Museum building itself).

Same day: Daily pass distribution begins at 10am at the Pass Desk (14th Street Entrance). First come, first served; members receive priority. Arrive early for best selection as passes are frequently distributed by noon, particularly on weekend days. Passes are timed at 15 minute intervals from 10 am to 4:15 pm. Limit: 4 per person.

In advance: Guarantee your entry to the Permanent Exhibition for a future date through PROTIX. Call (800) 400-9373 or (703) 218-6500, 10am - 9pm daily. Service fees for reservations by phone are $1.75 per pass plus $1.00 handling charge per order. You can also acquire tickets through Protix at the Protix website. Go **here** to see the listing of all USHMM dates on sale through ProTix.

Note: Groups numbering more than ten people MUST reserve Permanent Exhibition entry through the Museum. (See **Group Reservations**.)

Policies

- No photography is permitted in the exhibitions.
- No flash photography is permitted in the Hall of Remembrance.
- No eating, drinking, smoking or audio/video recording is permitted in the Museum.
- All visitors and their belongings are subject to screening by magnetometers (metal detectors) or scanners (x-ray machine) upon entry.

Accessibility

Museum facilities are accessible to persons with physical disabilities. Elevators serve all areas, and each exhibition incorporates program accommodations: films are subtitled in English, audio only portions have text accompaniments. Wheelchairs may be borrowed at the Check Room. For other accommodation requests, leave a message on (202)488-6100. TDD: (202) 488-0406.

Models of Bibliographic Entries

The following six sample entries are from the Modern Language Association (MLA) Handbook for Writers of Research Papers. *They show you some acceptable formats for bibliographic entries.*

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson Publications, Inc., 1996.

A Book by More Than One Author

Baraty, Joseph A., and Rosa Garcia. Marsh Birds of the Southeast. New York: Wenday Press,.1982.

An Encyclopedia Entry

"Dwarfed Trees." Encyclopedia Americana. 1958.

A Magazine Article

Chen, David. "Floating Down the River." Our Wildlife 9 July 1988: 120–25.

Book Issued by Organization Identifying No Author

National Wildlife Association. Swamp Life. Washington: National Wildlife Association, 1985.

WWW Sites (World Wide Web)

Smith, Laura P. "A History of Wildlife." 2 Aug. 1999 <http:www.wildlife.com/talent/lpb/muddex/essay>.

Note: The date indicates when the Web site was accessed.

***Proficient* Achievement Level**
Multiple-Choice Item

This is a question that a student scoring at the *Proficient* level and above would be likely to answer correctly. A student who scores at this level demonstrates competency over challenging subject matter.

According to the United States Holocaust Memorial Museum Internet site, which is true?

A. Using private transportation is strongly advised.

* B. Using the Metro subway system is strongly advised.

C. The museum has a small public parking facility.

D. Street parking is unlimited to museum visitors.

* correct answer

The student is asked to locate a specific resource and determine which of four statements is true. The student must first determine which section of the resource offers the information needed to answer the question. Then the student must read each distracter carefully and decide whether the statement is true or false based on the information found in the resource.

***Proficient* Achievement Level**
Multiple-Choice Item

This is a question that a student scoring at the *Proficient* level and above would be likely to answer correctly. A student who scores at this level demonstrates competency over challenging subject matter.

Which resource should you use to find information about Sewall-Belmont House on Capitol Hill?

* A. the index from the *Smithsonian Guide to Historic America*

B. the Maryland section from the excerpt of *America on Wheels Mid-Atlantic*

C. the Washington section from the excerpt of *America on Wheels Mid-Atlantic*

D. the map from the *National Park Service Web Site*

* correct answer

The student must use key words to determine which of four resources offers information on a particular subject. The student needs to understand that information about "Sewall-Belmont House" might be found under a section on "Capitol Hill."

Basic Achievement Level
Multiple-Choice Item

This is a question that a student scoring at the *Basic* level and above would be likely to answer correctly. A student who scores at this level demonstrates only the fundamental knowledge and skills.

Based on the Maryland section of the *America on Wheels Mid-Atlantic* excerpt, in which month should you **avoid** visiting Baltimore if you want the least possibility of rain during your trip?

A. February
B. March
C. May
* D. August

* correct answer

This item first requires the student to locate a temperature/rainfall chart. The student must carefully read the chart headings to understand the data. Then the student needs to compare the data and determine which of the four months listed has the most rainfall.

Approaching Basic Achievement Level
Multiple-Choice Item

This is a question that a student scoring at the *Approaching Basic* level and above would be likely to answer correctly. A student who scores at this level only partially demonstrates fundamental knowledge and skills.

If you want to go to the Permanent Exhibition at the United States Holocaust Memorial Museum, you need

A. a tour guide.
B. to be a full member.
* C. a timed-entry pass.
D. to be a resident of Washington, D.C.

* correct answer

The student is asked to locate the resource named and scan the resource for information using the key words. The first mention of the Permanent Exhibition in the resource offers the student enough information to determine the correct answer.

Grade 10 – English Language Arts
Using Information Resources
Constructed-Response Item

Below are samples of student responses to a constructed-response (short-answer) item in Using Information Resources. The item and the rubric used to score each response are included below. Under each student sample that follows is an explanation of why each answer received the score it did.

> Choose a hotel that you would like to go to during your trip. Based on the resource information, explain specifically why you chose this place.

Scoring Rubric

Score	Description
2	Response identifies a hotel and provides a specific reason why the student would go to this place. Reasons are based on the resource information.
1	Response names a hotel and provides a reason that is not text based or contains errors.
0	Response is incorrect, irrelevant, too brief to evaluate, or blank.

Score Point 2
Constructed-Response Item

I would chose to capital Hilton because it is a place and Hilton's have good reputations. And is large marble baths, "I like a big bath tub"; and 24 hour room service. Plus it is two blocks down from the Business District, it is great to go there.

This response demonstrates an understanding of the required task. The student correctly identifies a hotel from the resource information (the Capital Hilton) and gives specific text-based reasons for choosing this hotel ("large marble baths" and "it is two blocks from the Business District"). The student attempts to support this choice and reason with personal opinion ("I like a big bath tub" and "it is great to go there").

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Score Point 1
Constructed-Response Item

I would choose the ANA Hotell because their hotel seems like a great place to stay. And it has so many things you want they have so you can relax and just have fun.

This response is partially correct. Although the student selects the ANA, the explanation for the choice is general ("it has so many things . . . so you can relax and just have fun"). None of the reasons are based on specific information from the text.

Score Point 0
Constructed-Response Item

I will like to go to Holiday Inn hotel when me & my family go to our trip to Florida. I chose that hotel cause it is close to the mall & Disney World & the beach so we don't have to ride alot rental likes cars.

This response is incorrect and irrelevant and shows a lack of understanding of the required task since the student does not identify a hotel from the resource information. Instead, the student gives an irrelevant answer by naming a hotel in Florida instead of the District of Columbia.

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Achievement Level Definitions for English Language Arts – Grade 10

Louisiana's Graduation Exit Examination for the 21st Century (GEE 21)
English Language Arts (ELA) Achievement Levels and Definitions
Grade 10

Achievement Level	Definition
Advanced	In the areas of reading and use of resources, tenth-grade students performing at the Advanced level • *describe more abstract themes and ideas in the text;* • *analyze different genres for meaning and form, and support their analyses with specific examples from the text;* • *extend the information from the text by relating it to their experiences and to the world; and* • *select and evaluate a variety of information from various sources.* In the area of writing, tenth-grade students at this level • *create an effective and elaborated response to a task in form, content, and language;* • *show maturity and sophistication in analytical, critical, and creative thinking;* • *have well-crafted, cohesive organization appropriate to the task;* • *show sophisticated use of transitional elements;* • *use illustrative and varied supportive details;* • *use rich, compelling language;* • *reveal clear and established personal style or voice;* • *display a variety of strategies such as anecdotes, repetition, and literary devices to support and develop ideas; and* • *enhance meaning through control of spelling, grammar, punctuation, and capitalization.*
Proficient	In the areas of reading and use of resources, tenth-grade students performing at the Proficient level • *show an overall understanding of text that includes inferential as well as literal information;* • *extend the ideas of the text in different genres by making inferences, drawing conclusions, and making clear connections (stated or implied) to their own personal experiences and other readings;* • *analyze the author's use of literary devices; and* • *select and analyze a variety of information from various sources.* In the area of writing, tenth-grade students at this level • *create an effective response to the task in form, content, and language;* • *demonstrate reflection and insight and evidence of analytical, critical, or evaluative thinking;* • *use convincing elaboration and development to clarify and enhance the central idea;* • *have logical and observable organization appropriate to the task;* • *show effective use of transitional elements;* • *reveal evidence of personal style or voice;* • *use language appropriate to the task and intended audience; and* • *recognize and correct errors in spelling, grammar, punctuation, and capitalization that interfere with communication in his or her own or other texts.*

Basic	In the areas of reading and use of resources, tenth-grade students performing at the Basic level • *demonstrate an overall understanding and make some interpretations of the text;* • *identify aspects of text in different genres and relate aspects of text to overall meaning;* • *extend ideas in the text by making simple inferences, recognizing interpretations, making connections among and relating ideas in the text to their personal experiences, and drawing conclusions;* • *identify elements of an author's style; and* • *select and use a variety of information from various sources.* In the area of writing, tenth-grade students at this level • *demonstrate an appropriate response to a task in form, content, and language;* • *demonstrate reflection and insight and evidence of analytical, critical, or evaluative thinking;* • *show evidence of conscious organization;* • *use supportive details;* • *reveal developing personal style or voice; and* • *demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate to the reader.*
Approaching Basic	In the areas of reading and use of resources, tenth-grade students performing at the Approaching Basic level • *demonstrate a partial understanding of text;* • *identify some aspects of text for meaning;* • *make simple or broad connections to personal experiences; and* • *recognize a variety of information sources.* In the area of writing, tenth-grade students at this level • *demonstrate partial responses to tasks in form, content, and language;* • *show some evidence of conscious organization;* • *use few supporting details; and* • *demonstrate limited command of spelling, grammar, punctuation, and capitalization to communicate to the reader.*
Unsatisfactory	Louisiana Policy Definition **A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.**

ACKNOWLEDGMENTS

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